



**THE EFFECT OF PROBING PROMPTING STRATEGY IN TEACHING SIMPLE  
PAST TENSE**

**AT MTsN 2 MEDAN IN THE ACADEMIC YEAR OF 2017/2018**

**THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN -SU Medan  
As a Partial Fulfillment of the Requirement For S-1 Program*

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**2018**



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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Yusneni Hasibuan** yang berjudul: **The Effect of Probing Prompting Strategy in Teaching Simple Past Tense at MTsN 2 Medan 2017/2018 Academic Year** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

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## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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## ABSTRACT

**Yusneni Hasibuan. (34144026). The Effect of Probing Prompting Strategy in Teaching Simple Past Tense at MTsN 2 Medan in 2017/2018 Academic Year. Thesis. Medan. Faculty of Tarbiyah. Education and Teacher Training of university Islamic studies North Sumatera.**

**Keyword: Probing Prompting, Simple Past Tense, Achievement**

This research was aimed to know about difference the average value between post test of experimental class and control class. To know whether students' achievement that applied probing prompting strategy better than conventional method. The instrument of this research was test in multiple choice that contained 20 questions. The population of this research was the ten classes of eight grade, they were 400 students and the researcher use cluster random sampling to took two classes of the population became the sample of this research. They were 60 students, the sample were separated into two classes, they were VIII-2 using conventional method consist of 30 students and VIII-4 using probing prompting strategy consist 30 students. Finding the data, the researcher used software SPSS version 20.0 and was using table. The average value of post test experimental class was 80.50 and post test control 64.67 and  $t_{\text{tabel}} 1.70$ . It means  $t_{\text{hitung}} > t_{\text{tabel}}$  or  $8.20 > 1.70$ , with the result that the students' achievement by using probing prompting strategy better than conventional method .thus  $H_a$  was accepted and  $H_0$  was rejected. It means there was a significant differences of applying probing prompting strategy on the students achievement in simple past tense.

## ACKNOWLEDGEMENT

Praise is given to Allah swt who has keep us in all opportunities so that I could finish and complete this thesis. *Shalawat and salam* to our prophet Muhammad saw. Peace be Upon Him. Who has been my great figure and guided human into good life.

The aims of finishing this thesis is a partial fulfillment of the requirement for S-1 degree program at Department of English Education and the process of finishing this thesis not easy. It needs so much time, energy and money. Without the help from many people, this thesis might not be complete on time. So that I would like to express my sincere gratitude to:

1. Dr.Amiruddin Siahaan, M.Pd., as a dean of tarbiyah faculty.
2. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum, as the head English education department and Maryati Salmiah, M.Hum., as the secretary English education department.
3. My adviser I, Dr. Siti Zubaidah M.Ag thanks for your time, kindness, motivation, guidance and help to finish this thesis.
4. My advisor II, Dr. Hj. Farida Repelita Waty Kembaren, M.Hum Thanks for your time and motivation, suggestion, and help to finish this thesis.
5. Whole lecture who have guided and delivered variety of the knowledge during I studied as a student of Department of English Education.

6. Dr.Salman Munthe M.Si As the Headmaster of MTsN 2 Medan, my beloved bunda Rahmi Wardah S.Ag as a English teacher.
7. My beloved perents. My father Pandapotan Hasibuan and my mom Dahlia Lubis, my little brother Wahyudi Hasibuan and Akbar Fauzi Hasibuan.
8. My beloved Zainal Arifin Harahap thanks for support and gave motivation to finish this thesis.
9. All my friends in English department ira, isma, Sabrina, rukmana, suci, angga, kamil. And all of my friends.
10. My lovely housemate eka , kk evi, cek novianti rambe, ulfah, rini

Medan, 2018

Yusneni Hasibuan

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# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

English is one of the first language than are taught to secondary school. It is an international language which is widely used by most of countries in the world. The differences and the similarities of learner's first language and the target language may have effect on learning target language.

English is very important subject in education. We have to study English at school, because English has become international language. English is one of the major language of the world. It is the most widely used of the world's half a dozen leading language. This is one expert state about English:

Pandit Nehru said that "We can neglect its study at ourselves alone in this world of internationalism. English is the language of international political and industrial relations with the countries of the world. It is only English through which we can communicate our opinion in the affairs of the world."<sup>1</sup>

English is a foreign language for Indonesia which has evolved into international language.it has been introduced in every country in the world and even there be one that required subject as Indonesia. English language learning materials to be one of subject on the national exam as a graduation requirements for students to reach national standards at each level of school ranging from junior high school level equal to the level of senior high school or equivalent.

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<sup>1</sup>Y.k sing. *Teaching of English*.( New Delhi: S.B Nangia,2007), p.5

Language is the most distinctive of human activities. It is difficult to disentangle the components because they spill over into human personality itself.<sup>2</sup> According to IA. Gardon “language is the vehicle of our thought and feelings and of our stories whether there or not.”<sup>3</sup>

In Indonesia English language learning materials have been introduced starting from the fourth grade of primary school, junior high school, and senior high school or equivalent. But most of these students still find it difficult to understand and master the English language, for example, in understanding and mastering the grammar.

In understanding the English grammar is very important. Because grammar is the system of a language. Grammar is the study of words and their function. Its wider sense it may include phonology (pronunciation), morphology (influence form), syntax (the relation of the words in phrases, clauses, and sentences) and semantics (meaning of words). Grammar is a science, it must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior language<sup>4</sup>. Grammar can help you to learn more quickly and more efficiently. It's more important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book. one of grammar is include into the matter as Simple Past Tense.

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<sup>2</sup>Ajay verma. Teaching of language and linguistic. ( new delhi:commonwealth publisher, 2005), p.1

<sup>3</sup>Y.k sing. *Teaching of English*. (New Delhi:S.B Nangia, 2007), p.173

<sup>4</sup>Susan Emolyn Harman. *Descriptive English Grammar*. (New Jersey: Pearson Merrill Prentice Hall, 2004), p. 3

The simple past is one of tenses we use to refer to completed events, states or action. We choose the past simple when consider that the event, state or action took place within a finished period of time. The simple past tense used to express the idea that an action started and finished at a specific time in the past. Sometimes speakers may not actually mention the specific time, but they do have one specific time in mind.

Strategy is way that the teacher used in teaching. Strategy can success of an organization and despite decades of research on the subject, from nation strategy as positioning to strategy as visioning, several possible definitions are fighting for legitimacy.<sup>5</sup> There are many kinds of strategy that can be used by the teacher such as jigsaw, think pair share, and actually probing prompting strategy. Ideally if the teacher used different strategy so the students ability will be increased.

Based on the researcher observations at MTsN 2 Medan, the researcher found that most of students have serious problem in learning simple past tense. They had difficulties in understanding simple past tense. Such as, they are still confused to change the sentence from positive sentence into negative sentence. This condition happened because they are still didn't know how to use pattern in past tense. The student failures are caused by the lack of the students knowledge about the way how to know and different sentences simple past well, and also caused by the teacher still used conventional method in teaching learning. So that the purpose of teaching learning is not reached. It makes the students fell bored and not enjoyable in learning simple past tense.

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<sup>5</sup>Thompson Arhtur. *Strategy: Core Concept, Analytical Tools, Readings*. (New York: The McGraw Hill Companies, 1940), p. 350

To solve the problem above, the researcher choose strategy is probing prompting strategy. Probing prompting is one model of active learning. Probing prompting is one of strategy also gives students to opportunity to learn better and more active in probing prompting. The teacher asking question to students by random to make students more thinking about the material and continued to easy to remember pattern and characteristic of simple past tense.

The researcher reason of using probing prompting strategy very important in teaching simple past tense is the researcher supposes this strategy can the students be active because this strategy stimulation the student's brain to think and remember the material and actually to make student's ability in making simple past tense can be high. From the background above, the researcher interested in doing in research with the title **“The Effect of Probing Prompting Strategy in Teaching Simple Past Tense at MTsN 2 Medan 2017/2018 Academic Year”**.

## **B. Statement of the Problems**

Based on the background of study mentioned above, some problems are identified as follows:

1. The students have learn about simple present tense and simple past tense, but still confused to mastering that material.
2. The English teacher has used some various method to teach, but students still have low ability in grammar especially in simple past tense.
3. Most the students were not interested in learning English while teaching and learning process happened.



4. The English teacher have gave motivate the students, but the students were not interested in learning grammar.

### **C. Research Question**

Based on the problems above, the research questions are:

1. How is students' ability in simple past tense by using probing prompting strategy?
2. Is there any effect of using probing prompting strategy on students' achievement in learning simple past tense?

### **D. Purpose of the Study**

The purpose of this study are:

1. To know students' ability in simple past tense by using probing prompting strategy.
2. To find out students' achievement in simple past tense by using probing prompting strategy.
3. To find out change of students' achievement by using probing prompting strategy in teaching simple past tense.

### **E. Significance of Study**

The result of this research is hoped to useful for:

1. The principle of MTsN 2 Medan, the result was used at the basic information to improve the ability on learning English or grammar especially on simple past tense at school or campus.
2. The English Teacher of MTsN can get useful information to increase their teaching process by using probing prompting.

3. The students can be increased their interest and motivation in English learning by using probing prompting strategy.
4. The reader, the result will use as basic information to improve their ability in learning English grammar especially on tenses by using probing prompting.

#### **F. Limitation of Study**

This research is focus in making simple past tense and probing prompting strategy.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

The theoretical framework was aimed to give a clear concept in this research. This concept in this research. This concept leads to be better analysis of variable taken. So, the researcher tried to clarify the terminologies was used in this study in order to avoid misinterpretation of the term between the researcher and the reader.

#### **A.1 Definition of probing prompting**

Probing prompting question use hints and clues to aid students to answer question or to assist them in correcting an initial original question with clues or hint included. Another situation arises when students' replay is correct but insufficient because it lacks dept. In such a case, probing prompting questions force the student to think more to supply additional information in order to have better, more inclusive answer. Probing prompting is a technique that is used to progress the students' achievement by giving each students the question randomly. The question must be related to the topic taught in the class. Each question is aimed to guide the students and explore their understanding whether they achieve the material or not. In probing prompting technique students are required to answer the question by their own words or sentences. Students feel and run their thinking process that relating the experiences in life to the new information given.

Probing prompting is a good questioning technique because it helps the students until they understand about the topic. Many teachers will leave the students and ask the

other students if their students cannot answer the question correctly. In prompting session, if the students gives the wrong answer, the teacher will not leave that student, but he will give a series of question as clues to the same student until the student gives the right answer. In probing session, if the student give the right answer, the teacher will give a series of question to the same student to deepen student's knowledge. It means that student will dig his prior knowledge to explore the topic discussed in increasing understanding.

In this teaching learning technique, the process of questioning and answering are done by pointing the students randomly, so every student must effort his answer and participate actively. The students cannot avoid the teaching learning process and all the questions which are given. Every time they are include in questioning and answering session. If the students can't answer the question, the teacher will be give another question as a clue to help the student comprehend the topic and answer the question.

Probing questions as defined by Insaf Rabadi "are the sequential questions provided by the teacher after a student answers a question, and they might include a new formulation or hints intended to guide the student to obtain the correct answers or improve the quality of the answers". As a researcher, I procedurally define probing questions as the type of questions posed by the teacher after the initial response to a question was previously posed.

This is done so that the student amends, corrects, completes, justifies or confirms his answer, link it to previous knowledge, or transfer it to other classmates to achieve mutual active participation. Therefore, this helps them to obtain more in-depth answers and increase their thinking level.

Jamal Mohammed jihad said that "Classroom probing questions are questions that help students solve the problems they face during the learning process. They are one of the most important means used by the teacher to excite students' thinking and

learning. They are also entrance which saturates the individual's tendency to search and carry out investigation, and the teacher sees them as an assessment of his work and the achievement of others".<sup>6</sup>

There will be a possibility of making students become in uncomfortable situation and feel doubt when the question is aimed to them. But, it can be decreased by spelling the question in relaxing way. To decrease that situation, the teacher should spell in good ways, such as friendly, face, clear and smooth voice. It is also good if the question given with some jokes, smile, or laugh. The teacher should appreciate each of students' answer. It is not important to judge the student when they give the answer which is not related to the topic of the question. One point that should be remembered is when the students try to answer the question (whether it is actually not the answer of the question or it is the brilliant opinion) means that they are studying and including themselves in thinking process. It shows that they have participate in the teaching learning process.

**There are kinds of teaching learning strategies:**

**1. Jigsaw**

This strategy begin with recognition the topic of the material that will explain by the teacher. The teacher can write the topic in the white board or performed the topic by using power point. The purpose of the strategy is to make an active scheme or structure cognitive of our students.

**2. Think Pair and Share**

Think pair share is begin from "thinking", this strategy begin with the teacher ask the students with some question and the students think answer. "Pairing" in this step teacher asking students to make a group discuss, and "sharing" is very group explain their discussion result to the other group.

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<sup>6</sup>Adel Ayed AL Magthwi. *The Effectiveness of Probing Questions Strategy in the Development of Thinking Skills*. (Majmaah University: Riyadh, Kingdom of Saudi Arabia, 2015), p.5-6

### **3. Index Card Match**

Index card match is very interest strategy that used to review a last material. A major principle of this strategy is that students have the capability to make generalization that can help them to master the last materials.

### **4. Picture Word Inductive Model**

Picture Word Inductive Model (PWIM) is an inquiry oriented language arts strategy that uses picture containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teacher use the picture word inductive model (PWIM) with class, small group, and individual to lead them into inquiring about words. The model is design to capitalize on students' ability to think inductively.

### **5. Firing Line Strategy**

Firing line strategy is an active method of fast movement that can be used for the purpose to the students' skills in understanding the material. Learners have the opportunity to response quickly. This method is used to determine how large a response (feedback) of the material that students have been taught by a teacher at the time of the material.

There are so many kinds of strategy in teaching learning process, but the researcher choose probing prompting strategy.<sup>7</sup>

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<sup>7</sup>Ngalimun. *Strategi dan Model Pembelajaran*. (Banjarmasin: Aswaja pressindo, 2012), p.169

**Probing Prompting Questions: Probing questions share the following characteristics:**

1. Helps to rectify the student's answer without resorting to the use of corporal punishment or to sentences repulsive of values.
2. Calls for the development of the initial responses of the student.
3. Helps in the in-depth analysis of the content of its multiple elements such as facts, concepts, principles, laws and theories, and recognizing then relationships between them.
4. Expansion of the base of the participating students, especially when using the switch or refocusing probing questions.
5. All of them are thought-provoking, and they encourage active participation on the part of students.
6. The role of the teacher involves being a director, guider, and a thought provoker.
7. Encourage to delve deeper into the subject matter or issue being discussed, leading to a better understanding by the students.
8. Ranked among the most successful patterns of the questions that the teacher can use in the skill of asking questions and investigation.
9. Reveal the strengths and weaknesses of both the cognitive and participatory aspects of learning of both the teachers and students.<sup>8</sup>

Consequently, thinking is a continuous mental process, carried out by human beings as long as his mind is intact, particularly when they are exposed to a dilemma or

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<sup>8</sup> *Ibid*, p.6-7

when they wish to make gain. It is affected by culture, experience, the environment, and the circumstances surrounding them. However, it benefits people in solving problems and in decision making.

**The advantages and the weakness of probing prompting strategy:**

**The advantages of probing prompting strategy:**

1. The probing questions work to back-up dialogue and interaction between the teacher and the student of the initial response until the latter by himself reaches the correct answer or complete the lack of response, infer something specific, and show the correlation between two things. All this was reflected on the student's responses in the test of thinking skills to understand the material.
2. Probing prompting can increase students' participants in classroom and help the student to think critically.
3. In questioning session of probing prompting, the different answer from the students can make a discussion to enrich their knowledge and help them clarify the wrong answer.
4. Probing prompting can dig the prior knowledge of students to get the new fact or skill and can guide the students to think actively.

**The weakness of probing prompting strategy :**

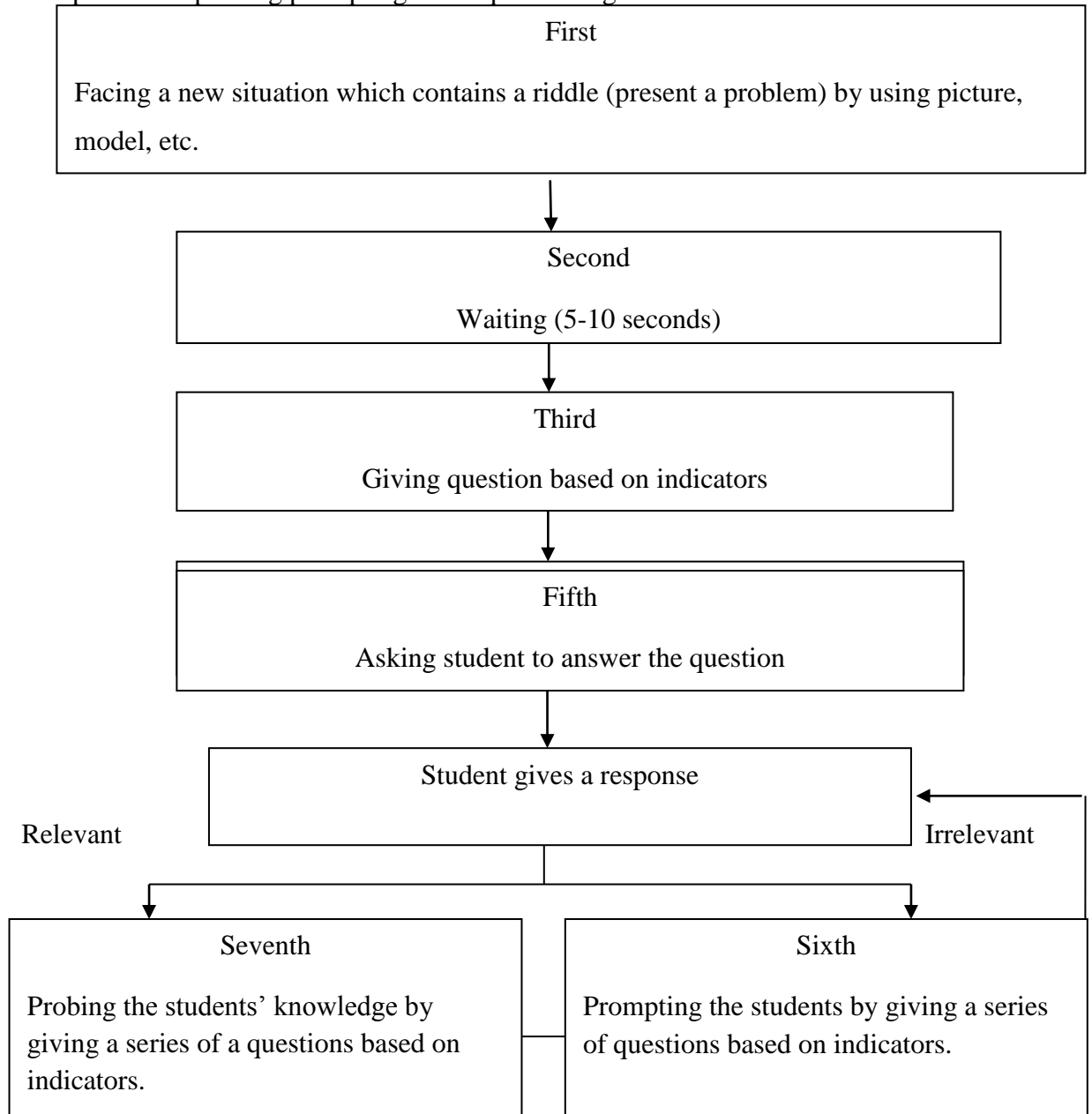
1. Students can be afraid to answer the questions if the teacher cannot create the comfortable condition.
2. In the large classroom, the time is not enough to ask all of the students one by one.





## A.2 Procedure of Applying Probing Prompting

The process of probing prompting technique is designed as follows :



Description:

1. First, teacher gives a new situation which contains a riddle ( present a problem) by using picture, model, etc.
2. Second, waiting for a while (5- 10 seconds) to let student think about the problem.
3. Third, teacher gives question based on indicators to all the students.
4. Fourth, waiting for a while (5- 10 seconds) to let the students formulate his answer.
5. Fifth, teacher asks a student to answer the question.
6. Sixth, if the answer is irrelevant, the teacher will prompt the student by giving a series of questions based on the indicators.
7. Seventh, teacher gives a series of questions based on the indicators to probe the student's knowledge. It will prove that the indicators have been reached.

### **A. 3 Achievement**

Every students has skill and achievement in them self, they will develop their skill with their ways. One of the experts states about achievement.

According to Kevin Schoepp achievement is a thing done successfully, especially with effort and skill. On the other hand, achievement is realization or a potential expansion of aptitude skills or capacity of person, mastery learning outcomes by someone can be seen from the behavior , good behavior in the form of mastery, knowledge thinking skills and psychometric skills.<sup>9</sup>

Student achievement is the status of subject matter knowledge, understanding and skills at one point in time, while student learning is the growth in subject matter

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<sup>9</sup>Nana Syaodih Sukmadinata. *Landasan Psikologi Proses Pendidikan*. (Bandung: Remaja Rosdakarya, 2003), p.102-103

knowledge, understanding, and skills over time. It is student learning not student achievement that is relevant to defining and assessing accomplished teaching.

They usually come at the end of the program, and deliberate based on the content covered in it. Achievement test is useful to the teacher as well as the students. They indicated how well teaching has success and improvements need to be made. So it can be conclude that achievement in gaining something successfully thorough hard work and skill.

Students' achievement is interpreted as a result attitude change someone which is affected by training and experiencing self. Allah said in Holy Quran ( An- Nahl: 78)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

“it is he who brought you in your mother wombs of when you knew nothing, and he gave you hearing sight, and intelligence and affections that may give thanks to Allah”.<sup>10</sup>

The meaning of the verse above is Allah give us intelligence, skills before we born to the world. Skill of language already since we in our mother wombs, but Allah ask to learn in all of aspects science in order to we can thanks to Allah.

#### **A.4 Tenses as Part of Grammar**

Grammar has part, including tense. Tense has many rules, tense have to be mastered by the students, following explanation about tense. Tense can be defined as the linguistic expression of time relation when tense are realized by verb form. Tense is independent of language and is common to all human beings. It is conceptually by many peoples, though not necessarily by all, beings divided into past time, present

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<sup>10</sup>AL-Quran dan terjemahan. Departemen Agama (An-Nahl:78) p.275

time, and future tense.<sup>11</sup> In grammar, the students are provided with many rules of language. One of them is tense. Tense is the characteristics of verbs that indicates the time of the action or state of being described.<sup>12</sup> Every language has ways of talking about time. In most languages there is a variety of expressions that can be used to show when something happened or will happen. The term tense is used only for time reference which is marked grammatically – that is, by purely grammatical elements such as affixes, auxiliaries, or particle. There are the form of verb which its changing depends on time and time and the kind of action.<sup>13</sup> Hornby states that tense are verb form of series of verb form used to indicate the time of the action or state.<sup>14</sup>

It is important for the students to learn tense since they have great influence in forming the meaning of sentence. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period on time.

In learning English as a foreign language, it is very important to know the rules of tense as part of grammar. By knowing the rules of tense, the students are believed to able to construct good sentences in English communication. In other words, it is believed that by mastering the tense as one aspect in English grammatical structure, the students will be able to communicate in English correctly.

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<sup>11</sup> Angela Downing and Philip Locke. *English Grammar*. (London and New York: University course, 2002), p.353

<sup>12</sup> Rahmah Fitiani. *English Grammar*. (Bandung: Cipta Pustaka Media Printis, 2010), p.109

<sup>13</sup> Sholihatul Hamidah Daulay. *Let's Study English*. (Bandung: Cipta Custaka Media, 2008), p.50

<sup>14</sup> Hornby. *Oxford Advance Learner Dictionary*. (London: Oxford University Press, 1995), p.123

## A.5 Grammar

Grammar is language structure, with grammar the human will understand the meaning of the sentences. Grammar is partly the study of what form (or structure) are possible in a language.<sup>15</sup> Everyone have skill of language before we born to the world, as the explanation about this verse. Grammar is the main capital and element in language, which is still important to be taught nowadays, without grammar, there might be miscommunication. In addition, the language will be acceptable if the grammar is correct.

The Quran as the word of god was describing all aspect of the world including language .the description of the language in the Quran Relating to the important things about language as one of highest gift favors from good to the human being.

As stated in surah Ar- Rahman verse 1-4.

الرَّحْمَنُ ﴿١﴾ عَلَّمَ الْقُرْآنَ ﴿٢﴾ خَلَقَ الْإِنْسَانَ ﴿٣﴾ عَلَّمَهُ الْبَيَانَ ﴿٤﴾

“Merciful God. Who taught the Quran. He created man. Taught proficient”. ( QS. Ar-Rahman: 1-4).<sup>16</sup>

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<sup>15</sup>Scott Thornbury. *How to Teach Grammar*. (Chalbury Oxfordshire, UK: Bluestone Press, 1999), p.1

<sup>16</sup>Yusuf Ali .Translation, Retrieved from <http://www.harunyahya.com/quran/translation14.php> accessed on January 11,2017.

Actually, this verse clearly confirms that language is a skill gave by good to human being .it is revelation of god create human together with their language. This suggest point out that the importance of language for humans to known the goals and purposes.

Grammar is the main capital and element in language, which is still important to be taught nowadays. Without grammar, there might be communication. In addition, the language will be accepted if the grammar is correct. Having a good command of the language means not only to master the four language skills of reading, writing, listening and speaking, but also to achieve grammatical competence.

Grammar has flexible definition, which means that many expert give the definition of grammar. It has several meaning and there is no universally accepted definition of it. Grammar is entire system of language including its syntax, morphology, semantics, and phonology.<sup>17</sup> Grammar is an essential aspect of all language.it is a set of conventions and procedures that allow for the smooth operations of the communication process. In essence, grammar is the term we use to represent the organizing system of language, and of course such a system is needed. Take the following contrived sentences.<sup>18</sup>

In learning grammar, technique-resource combination are often modified to structure discourse match and if well develop, they can be used effectively for all phases of a grammar lesson. In order to make a grammar lesson effective, beneficial, and a

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<sup>17</sup> Sylvia calker and Edmund Weiner. *The Oxford Dictionary of English Grammar*. (New York: Oxford University Press, 1994), p.177

<sup>18</sup> Nobert Schmitt and Richard Mardsen. *Why is English like that ? Historical answer to hard ELT Questions*. (Michigan: Teacher Training Press, 2001), p.42

teacher interesting a teacher to use some well developed and fascinating techniques in the classroom. The grammar of language is the description on the ways in which words can change their forms and can be combined into sentences in that language.<sup>19</sup>

The case for teaching in secondary school is both more complex and more controversial, not only is a multiplicity of reason put forward for the teaching of grammar, but there is no consensus about what 'teaching grammar' might mean. The aim of teaching spelling and punctuation is clear to help children spell and punctuate correctly. The same aim can be offered for grammar teaching to help children write correctly, though what correctly means in this context is open to debate. But many other aims have been put forward to help children write more effectively to help them learn foreign language to give them an insight into the way language works to equip them with grammatical nomenclature which they will find useful, even that grammar is a unique discipline which trains the mind.<sup>20</sup>

It can be conclude that grammar is pattern in making good sentence .if we don't use grammar in speaking, writing, reading, and listening, so sentences is wrong and it can make un communication each other.

#### **A.6 Evaluating Basic Grammar Knowledge**

The classic grammar test involves use discrete point grammar items that focus students' attention on a particular grammar problem. The main value of such items is that they allow you to determine whether or not students have a basic understanding of the target structure.

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<sup>19</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London: The Chaucer Press, 1991), p.9

<sup>20</sup>Don Smedly. *Teaching the Basic Skills*. (London: The Chaucer Press, 1983), p.9



Basic type include:

- ✓ Multiple choices, for example, zainal .....the grape (eat, eaten, ate).
- ✓ Fill in the blank, for example, zainal .....(eat) the grape.
- ✓ Correct the errors, for example, the grape fallen on newton's head.

### **A.7 Evaluating the Ability to Apply Grammar Knowledge**

Evaluating grammar in the context of language use rather than through discrete-point tests has two major advantages. The first is that evaluating grammar in use (usually speaking or writing) allows you to assess not only how well students know grammar rules but whether or not students can apply them. The second is that the backwash from this kind of testing encourages students to learn how to apply their knowledge rather than being satisfied with understanding of grammar theory. The simplest way to assess grammar as a part of speaking tests is to add a grammatical accuracy component to whatever scoring system you use for interviews other kinds of speaking test. Of course, if you want test whether or not students have learned particular grammar structures, you will need use speaking task that ensure that students produce the target structures .in other words, in your interviews, pair works, or whatever format you use for evaluation, you will need to include some takes that are least somewhat controlled.

These might be exercise like the moderately controlled exercise mentioned above or topics that naturally elicit certain structure.<sup>21</sup>

### **A.8 The aims of Teaching Grammar**

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<sup>21</sup>Don Snow. *From Language Learner to Language Teacher*. (New York: The Chaucer Press, 1998), p.193-194

The main aims of teaching grammar are enumerated as follows:

1. To develop the understanding about the rules of grammar.
2. To develop a scientific attitude towards language.
3. To develop the insight into the structure of English language.
4. To enable the students to assimilate the correct patterns of the language without rote memorization.

### **The Advantages of Teaching Grammar**

1. For the development of scientific and logical attitude towards language.
2. For the development systematical knowledge of the language.
3. For the development of language skills.
4. For the mental development of the learner.
5. For the development of insight structure of language.

### **The Disadvantages of Teaching grammar**

1. It hinders the spontaneous learning of a foreign language.
2. Knowledge grammar does not help in speech and writing.
3. Learning the rules of grammar only is not learning a language.
4. It does not provide the ideas, thoughts, and feelings to the learners to express.
5. Grammar does not lay down rules for the language to follow. It merely observes and records the language. It is customary to use a particular idiom, grammar notes the change, it has no power to stop it.<sup>22</sup>

### **A.9 Simple Past Tense**

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<sup>22</sup>Y.k Sing. *Teaching of English*. (New Delhi: S.B Nangia, 2007), p.174-175

### a. Definition of Simple Past Tense

The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. Simple past tense is actions which happened or finished in the past. The time is either started or implied.<sup>23</sup> The simple past tense is used for a completed action that happened at one specific time in the past.<sup>24</sup> Based on the definition above it can be concluded that simple past tense express an activity or situation happened began and ended at a particular time in the past. Whether the time was mentioned or not.

### b. Formula of Simple Past Tense

#### Verbal

Affirmative	Subject + V2+Object / Complement
Negative	Subject + Did + not +V1+Object/ Complement
Interrogative	Did + subject + V1+Object / Complement
Interrogative negative	Did + not + subject + V1+ Object/ Complement

**Note:** For the negative and interrogative form of **all** verbs in the simple past, always use the auxiliary '*did*'.<sup>25</sup>

#### Yes / No Question

Simple past yes /no questions include did (not) before the subject.<sup>26</sup>

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<sup>23</sup> Karla Arlett Rendón Acosta. *Grammar Structure of the Simple Past Tense*. (Universidad Autónoma Del Estado: De Hidalgo press, 2004), p.3

<sup>24</sup> Michael A.Pyle. *TOEFL*. (Delhi : Nice Printing Press, 2011),p.59

<sup>25</sup> [http://grammar.ccc.commnet.edu/grammar/tenses/simple\\_past.htm](http://grammar.ccc.commnet.edu/grammar/tenses/simple_past.htm) accessed on February 15, 2018.

		Naaxn xc Possible answer Possible answer mdsn Possible Answer	
	Example	Affirmative	Negative
Affirmative Questions	Did your mother cooked fried rice last morning?	Yes, she did	No, she didn't
Negative Question	Didn't he listen the music last night?	Yes , he did	No , he didn't

### The verb *be*

We saw that *be* is a mighty strange verb in simple present; questions and negative statements using *be* follow a different pattern than questions and negative statements using other verbs. The same is true with simple past; the patterns we follow with the verb *be* are different from the patterns we usually follow.

#### Statements with *be*

If the subject is *I, he, she, or it*, use ***was***.

Examples: I **was** a high school teacher before I started teaching college.

Arnold Schwarzenegger **was** a famous body builder before he became an actor.

If the subject is *you, we, or they*, use ***were***.

Examples: My mother often tells me, "You **were** always a stubborn child."

#### Negative statements with *Be*

Add *not* after ***be***.

Examples: Norton **was not** a football player when he was in high school.

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<sup>26</sup>Milada Broukal. *Grammar Form and Function*. (New York: The McGraw- Hill Companies, 2004), p.54

I **wasn't** at the White House last night.

President and Mrs. Bush **were not** at my house last night, either.

Arnold Schwarzenegger and Maria Shriver **weren't** at my house last night.

We **weren't** surprised to learn that John got the job.

### Questions with *Be*

Put *be* in front of the subject

Examples:

**Was I** noisy when I was a baby?

**Were you** in class last Tuesday? I was sick, so I need to get the homework.<sup>27</sup>

### Nominal

Nominal sentence means that the verb used in the sentence is *be* verb.

*Be* is an irregular verb. The simple past tense form of the verb is/ *was*/ *were*.

The formulation is as follows:<sup>28</sup>

Affirmative	Subject + to be ( was/ were ) + Noun/ adjective / adverb
Negative	Subject + to be ( was/ were ) + not + Noun / adjective / adverb
Question	To be ( was/ were ) + subject + Noun / adjective / adverb

### c. Regular and Irregular Verb

#### Regular verb

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<sup>27</sup>Kent Uchiyama. *English Verb Tenses*. (Longman Publishers, 2006), p.55-56

<sup>28</sup>*Ibid*, p. 51

Most verb are regular verb. Regular verb are those whose past tense and past participle are formed by adding a-d or an ed to the end of the verb. Sometimes the last consonant must be doubled before adding the – ed ending. For example: plan, planned, and planned.

Some of these forms are:<sup>29</sup>

Verb 1	Verb 2	Verb 3
Affect	Affected	Affected
Agree	Agreed	Agreed
Appear	Appeared	Appeared
Amaze	Amazed	Amazed
Believe	Believed	Believed
Walk	Walked	Walked

### **Irregular verb**

If we want to use irregular verbs of a tense, we must know the principle parts of the verb it self. The first principle part of a verb is the simple form of the verb. The second one is the past form and the third one is the past participle. Sometimes all three principle parts are different. Sometimes the second and the third ones are alike, or event sometimes all three principle parts are alike.

Some of these forms are:<sup>30</sup>

Verb 1	Verb 2	Verb 3
Blow	Blew	Blown

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<sup>29</sup>John Langan. *Sentence Skills, Form B*. (New York: The McGraw- Hill Companies, 1994), p. 162

<sup>30</sup>*Ibid*, p. 164

Arise	Arose	Arisen
Come	Came	Come
Bite	Bit	Bitten
Break	Broke	Broken

#### **d. Adverb**

Adverb is explanation about time .adverb has part one of them are adverb of time, place, and manner. Following explanation about adverb.

According to Geoffrey leech adverb are mostly connected with time, position, and direction. In same cases, there is also an adverb is -ly (lately, hardly, shortly, directly, etc). It is well to remember that the time expressed in the adverb should be in agreement with the time or tense of the verb which the adverb modifiers .for example, ago has past time meaning, and should not used with present time verbs.

Adverb divided into several categories:

1. Adverb of place and direction may denote place where (above, below, near, there, here, upstairs).
2. Adverb of manner may denote the way of manner of the action expressed in the verb, (gladly, happily, carefully, nicely).
3. Adverb of degree denote measure or extent, and answer the question how much? Or how little (far, just, little, more, very, too).
4. Adverb of time many express present time (now, immediately, instantly, today), past time (ago, before, yesterday,) future time (soon, tomorrow, afterwards).

#### **e. The Use of Simple Past Tense**

The use simple past tense is declared by some linguist expert. One of them is mark graham states that simple past tense is used to talk about completed action in the

definite in the past<sup>31</sup>. The simple past is used to refer to a situation set a definite in the past such as

- a. Actions that happened over time.
  - Yesterday I **worked** on my math homework for three hours.
- b. actions that were habits in the past.
  - **I didn't drink** coffee in college, but I **drank** it a lot in grad school.<sup>32</sup>

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<sup>31</sup>Made Graham. *English Grammar Made Easy*. Jakarta: Erlangga, 2015), p.50

<sup>32</sup>Kent Uchiyama. *English Verb Tenses*. (Longman Publishers, 2006), p.53



### **Related Study**

1. Helmi Yahya Sari's research (2011 Faculty of Tarbiyah and Teacher Training UIN-SU Medan), Improving students ability in simple past tense through mix freeze group strategy at MAN Kuala Hulu Labura. The population of her study was grade XI IPA -1 students of MAN Labura 2010/2011 academic year. She used purpose sampling There were 32 students as the sample. This research was applied by using qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, and document. The quantitative data were taken from the test. The result indicate that there was improvement on the student ability in simple past tense by using mix freeze group strategy. It was supported by the fact that the mean of second cycle was 92,62. There was indication that the score and the means in the second cycle were better than first cycle. It the indicate that the using of mix freeze group was effective for student's ability in learning simple past tense are improve.
2. Nurul Aini Putri's research (2016 Faculty of Tarbiyah and Teacher Training UIN-SU Medan), The effect of using English songs on the students achievement in simple past tense at the eight grade of MTs Al-Jamiyahtul Wasliyah. The research was aimed to know about difference the average value between post test of experimental class and control class. To know whether the student's achievement that applied English songs better than conventional method. The instrument of this research was test in multiple choice that contained 20 questions. The population of this research was the

two classes of eight grade, they were 60 the students and the researcher took two classes of the population become sample of this research. The sample were separated into two classes. They were VIII A using conventional method consist of 30 students and VII B using English songs consist 30 students. Finding the data, the researcher used software SPSS and was showed in using table. The average value of post test experimental class was 62,17 and post test of control class was 61,00. The result of hypothesis by using  $t_{\text{tabel}}$ . The value of  $t_{\text{hitung}} = 6.68$  and  $t_{\text{tabel}} = 1.70$ . it means  $t_{\text{hitung}} > t_{\text{tabel}}$  or  $6.68 > 1.70$ , with the result that the students 'achievement by using English songs better than conventional method .

3. Zarkasyi Batubara's research (2011 Faculty of Tarbiyah and Teacher Training UIN-SU Medan), improving students' ability in simple past tense through listening team strategy at X grade of senior high school Darussalam Simpang Limun Desa Bangai 2012/2013 academic year. The objective of this research was to describe the procedure of teaching simple past tense to the X (tenth) grade of senior high school using listening team strategy. This classroom action research was held at MAS Darussalam Simpang Limun Desa Bangai Kecamatan Torgamba Kabupaten Labuhan Batu Selatan academic year 2012/2013. The subject of research were the X (tenth) grade. There were 30 students: 14 boys and 16 girls. This research was applied by listening team strategy. The instrument of collecting data used were multiple choice test of simple past tense for quantitative data and observation sheet, interview, and documentation for qualitative data. The analysis of data showed that there was

a significant difference of the students ability in the pre test and post test. The classical students' success in the post test III (100%) was higher than pre test (36.67%). The mean of the students test in the first cycle were 60% and in the third cycle were 95% . The relative frequency showed that the post test in third cycle was better than first cycle. The result of research showed that listening team strategy significant improved students' ability in simple past tense.

4. Isma Nur Septika research's (2013 Faculty of Tarbiyah and Teacher Training UIN-SU Medan), improving the student' understanding on simple past tense through sentence race game at MTs AL- Hasanah Medan. The researcher conducted 2 cycle by implementing

2x40 menit of teaching learning process using game. The technique of analyzing the data of this research was applied by qualitative data and quantitative data. the quantitative data were taken from the test, which was cried out in the end of very cycle. The test was given to the students in form of pre test, post test in the first cycle, and the post test in the second cycle. The result of the analyzing the data showed that there was an improving on the students' understanding on simple past tense from each cycle. It was showed from the mean of pre test was 51. Where, there were only 3 student got success of score criteria or it was 85%. After doing cycle I through sentence race game, there an improvement of students' mean, it was 62.5 where 7 students mean improved 81. Where 17 students got success or it was 85%, and only 3 students got unsuccessful or it was only 5%. In other words, the students' understanding on simple past tense was improved.

## **B. Conceptual of Framework**

Learning grammar in foreign language is so important, by knowing grammar, we can speak what we want to say correctly. Grammar is structure to make a sentence. But the students often experienced difficulties in learning grammar. Moreover grammar has several types that make students' confused to learn it. They regard that grammar not important when they speak in English. Tense is independent of language and is common to all human beings. It is conceptually by many peoples, though not necessarily by all, beings divided into past time, present time, and future tense. In grammar, the students are provided with many rules of language. One of them is tense.

Tense is the characteristics of verbs that indicates the time of the action or state of being described. Every language has ways of talking about time. In most languages there is a variety of expressions that can be used to show when something happened or will happen. The term tense is used only for time reference which is marked grammatically that is, by purely grammatical elements such as affixes, auxiliaries, or particle. There are the form of verb which its changing depends on time and time and the kind of action

Probing prompting is a technique that is used to progress the students' achievement by giving each students the question randomly. The question must be related to the topic taught in the class. Each question is aimed to guide the students and explore their understanding whether they achieve the material or not.

### **C. Hypothesis**

Hypothesis of this study is formulated as the following:

$H_a$ : There is significant effect of using probing prompting strategy on the students' achievement in simple past tense.

$H_0$ : There is no significant effect of using probing prompting strategy on the students' achievement in simple past tense.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher use experimental as a research method. To collect the data, the researcher use multiple choices which concern with simple past tense. This data will use the instrument. The students will instruct to answer the questions about simple past tense by using probing prompting strategy as the material to explain about simple past tense. Both of group will be give pre-test and post-test with the same material and test.

The researcher give treatment to experimental class by using strategy probing prompting. While the control class do not receive treatment. Because the researcher just use conventional method.

**Table 3.1**

**Design of study**

<b>Group</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
Experimental	Pre- test	Treatment by using strategy probing prompting.	Post test
Control	Pre – test	Treatment by using conventional method.	Post test

## B. Population and Sample

### 1. Population

Population is the total number of subject that should be observed in the research.<sup>33</sup>

Based on quotation, the researcher get conclusion that the population will eighth grade students of MTs N 2 Medan. With 400 students in 2017/2018 academic year. In order to be clear and brief can see on the table below.

**Table 3.2 Population**<sup>34</sup>

No	Class	Number
1	VIII-1	42
2	VIII-2	30
3	VIII-3	43
4	VIII-4	30
5	VIII-5	43
6	VIII-6	42
7	VIII-7	42
8	VIII-8	44
9	VIII-9	43
10	VIII-10	41
	TOTAL	400

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<sup>33</sup>Syahrur and Salim. *Metodologi Penelitian Kuantitatif*. (Bandung: Cipta Pustaka media, 2012), p.113

<sup>34</sup>Source: BKM MTs N 2 Medan on 26 February 2018

## 2. Sample

Sample is part of population which will be of research.<sup>35</sup> Sample refers to part from the population in the research. To get sample in this research the researcher used random sampling technique, for efficiency and practically of the research. Cluster random sampling is the sampling method where different groups within a population are used as a sample. This is different from stratified sampling in that you will use the entire group, or cluster, as a sample rather than a randomly selected member of all group.<sup>36</sup> These clauses will divided into two group were experimental and control class. Class VIII-4 as the experimental group will be taught propping prompting strategy and class VIII-2 as the control group will be taught conventional method.

**Table 3.3 Sample**

No	Class	Male	Female	Total
1	VIII-4	15	15	30
2	VIII-2	13	17	30
	Total			60

### Scoring the test

The researcher use score ranging from 0- 100 by counting the correct answer and applying the formula:

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<sup>35</sup> *Ibid*, p.113

<sup>36</sup> <https://study.com/academy/lesson-selection-examples.html>. Accessed on April 12, 2018



**Table 3.4**

**Scoring the grammar test by O'Malley**

<b>Score</b>	<b>Criteria</b>
25-39	Very poor
40- 55	Poor
56- 65	Fair
66-85	Very good
86- 100	Excellent

$$S = \frac{R}{N} \times 100\%$$

In which

S = Score of the test.

R = Number of the right answer.

N = Number of question.

**Definition of operational variable**

The researcher make operational definition as follow:

The students have to answer the question what will give by the researcher, and the questions about ability at identifying simple past tense. The indicators:

- Identifying simple past tense in sentence
- Making sentence in simple past tense

- Making sentence in affirmative, negative, and question in simple past tense form.

### **C. Data collection**

Instrument of collecting data is tool which will use to collect the data in the research.

The researcher use to instrument of collecting data in this research are:

#### **1. Test**

A test is a method of measuring the student's ability, knowledge, or performance in a give domain.<sup>37</sup> In this case, the test will a set of the question that will give to the students to find out their achievement in grammar. The researcher give multiple choice form to the students to measure their achievement in grammar especially simple past tense.

#### **2. Observation**

Researcher will observe the activity of the students and the teacher in the learning process directly. The purpose this observation is to know and collect the information about what researcher look and hear in outside the classroom. The observation will conduct to determine the all of students' activities influence of the effect of probing prompting strategy in teaching simple past tense.

#### **1. Pre test**

Experimental class students were instructed to answer the test of simple past tense. The pre-test will give to control class and do not receive treatment. In order to the researcher find differences score by using strategy probing prompting.

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<sup>37</sup>H. Douglas Brown. *Language Assessment; Principle and Classroom Practice*. (New York: Longman Press, 2004), p.3

## 2. Post test

The post test of the test will conduct after treatment . the questions of post test were same in pre test. The students' experimental class will instruct to answer the test of simple past tense that will develop by using probing prompting strategy. The students' experimental class will give treatment before answering the test. The test contained 20 questions in multiple choice form.

### **D. Data Analysis**

The measure will be used to analyze the data in this study are:

#### 1. Determining the value of the average (mean) and deviation standard.

This formula was used to find the average value :

$$\bar{x} = \frac{\sum x_i}{n}$$

This formula will use to calculate the deviation standard:

$$s = \frac{\sqrt{n\sum x_i^2 - (\sum x_i)^2}}{n(n-1)}$$

#### 2. Validity

Validity is a measure that indicates the level of validity of an instrument, validity of a test is the extent to which is measuring certain specific characteristics is accordance with a theory of language behavior and learning. To measure the validity of each questions, the researcher use the product moment correlation . If  $r_{\text{count}} > r_{\text{table}}$  are valid, but if  $r_{\text{count}} < r_{\text{table}}$  invalid.

#### 3. Reliability

Reliability is the accuracy of the test result. Test has a high confidence level if the test can provide consist the consistent result. If  $r_{\text{count}} > r_{\text{table}}$ , the items were reliable and if  $r_{\text{count}} < r_{\text{table}}$ , the items were not reliable.<sup>38</sup>

#### 4. Normality

Normality test will use to determine whether the sample come from population with normal distribution or not. Because the normal distribution data was a requirement to measure parametric tests. Based on the number of samples were 88 students . the researcher used SPSS version 20.2 to calculate the normality test. The data normal or not, it can be seen from the following categories:

- a. Sig (significant) or the probability value at the Shapiro wilk  $> 0.05$  indicates normal distribution of data.
- b. Sig (significant) or the probability value at Shapiro wilk  $< 0.05$  indicates normal distribution of distribution of data.

#### 5. Homogeneity

Homogeneity test will use whether the experimental and control class is derived from population with homogeneous variance, homogeneity of variance test was used with significance level  $\alpha = 0.05$ . In this study, the researcher used ANOVA to calculate the homogeneity test by using software SPSS version 20.0.

#### 6. Hypothesis test

Hypothesis was used to determine whether the data was received or not. If there was a significant influence from the students the students' achievement by using probing

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<sup>38</sup> Syahrurum and Salim. *Metodologi Penelitian Kuantitatif*. (Bandung: Cipta Pustaka media, 2012), p.133-134

prompting strategy in the simple past tense, it means hypothesis was received and if the students' achievement that learned simple past tense by using probing prompting strategy was bad Than the conventional method, so hypothesis was not received.

### **E. Research Procedure**

In conducting the research, there were some procedures that applied for taking the data:

1. Determining the problem

In order to determine the problem, the researcher read the books, internet that were related to the topic under discussion.

2. Determining the instrument

In this research, the writer used instrument in order to be able to be interpreted. The instruments multiple choice, consisting of 20 items.

3. Finding the sample

The sample of this research determined though cluster random sampling. There were ten class of the second grade of MTsN 2Medan. The sample of is two class.

4. Pre test

The researcher gave pre test both of two class, experimental and control class. To get the data of pre test.

5. Treatment

The researcher applied strategy probing prompting in experiment class and conventional method in control class.

6. Post test

The researcher gave the post test after gave treatment. Both of the class, experiment and control class, to get the data of post test.

7. Analyze the data

The researcher use software SPSS version 20.0 to calculate data of students.

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## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

##### **A.1 The description of data**

The research was conducted at MTsN 2 Medan. It is located at Jl.Peratun no 3 Medan, North Sumatera. It was carried out on the second grade of Junior High School in 2017/2018 academic year by taking sample of two classes VIII-2 as the control class and experimental class VIII-4. The students of the experimental and control class were 30 students. Post test was used to determine whether the learning of the students' achievement taught probing prompting strategy better than conventional method. Prior to pretest and post test, the questions were tested beforehand.

##### **A.2 Pre Test of Experimental Class**

The researcher applied probing prompting strategy at VIII-4 class. The students were given pre test that contained 20 questions in multiple choice form. Pre test was used to view and measure the students' achievement. The result was obtained from the data of pretest experimental class with an average value was 67.33. The calculation of result was aided program SPSS version 20.2

The researcher gave pre test to know students' ability in simple past tense before using probing prompting strategy, both of class, experiment and control class.

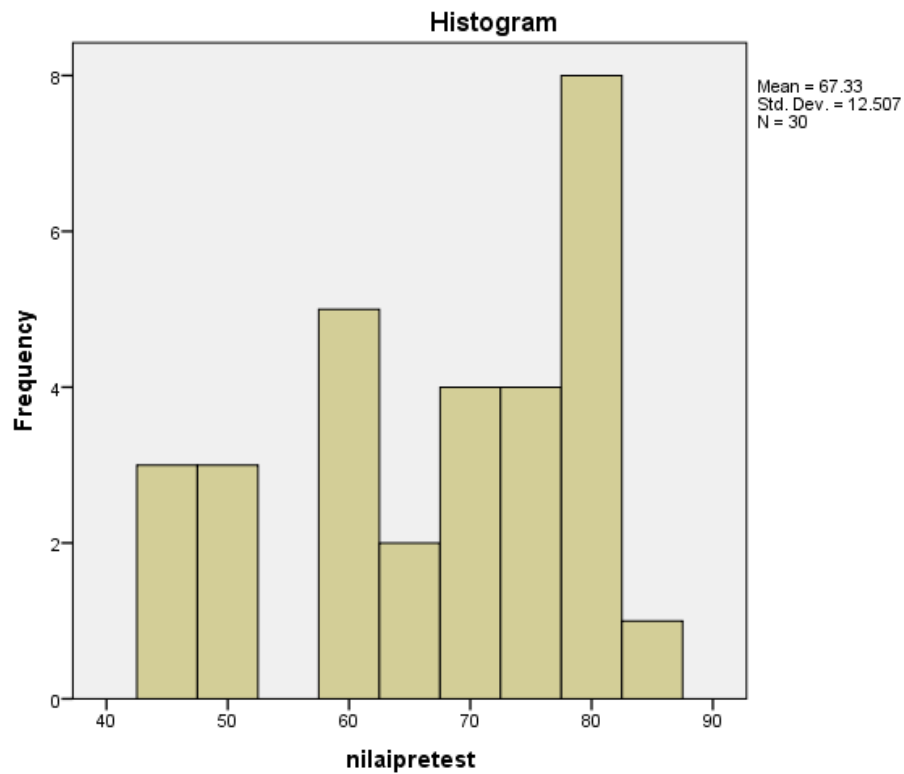
**Table 4.1**

**Mean of Pre Test Experimental Class**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre test experiment	30	45	85	2020	67.33	12.507	156.437
Valid N (listwise)	30						

From table 4.1 above, the number of students experimental class were 30 students with the lowest score 45 and the high score 85, and the average value was obtained 67.33 with a standard deviation 12.507 and variance 156.437





### **A.3 Pre Test of Control Class**

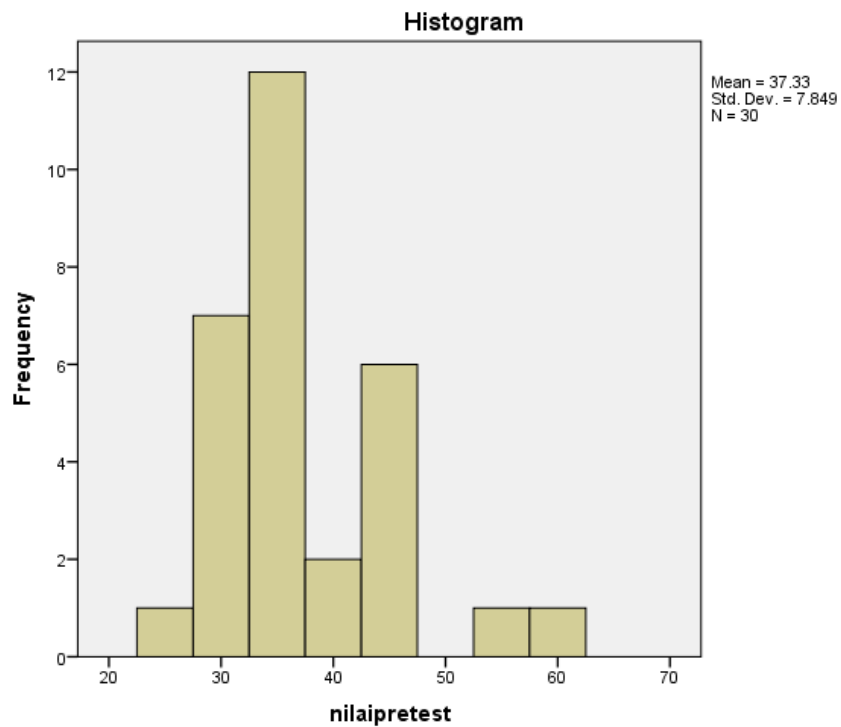
The researcher applied conventional method at VIII-2 class. The students were given pre test that contained 20 questions in multiple choice form. Pre test was used to view and measure the students achievement. The result was obtained from the data pre test of control class with an average value was 37.33. The calculation of the result was aided SPSS version 20.0

**Table 4.2**

**Mean of pre test Control class**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre test control	30	25	60	1120	37.33	7.849	61.609
Valid N (listwise)	30						

From table 4.2 above, the number of students control class were 30 students with the lowest score 25 and the highest score 60, and the average value was obtained 37.33 with a standard deviation 7.849 and variance 61.609.



#### **A.4 Post Test of Experimental Class**

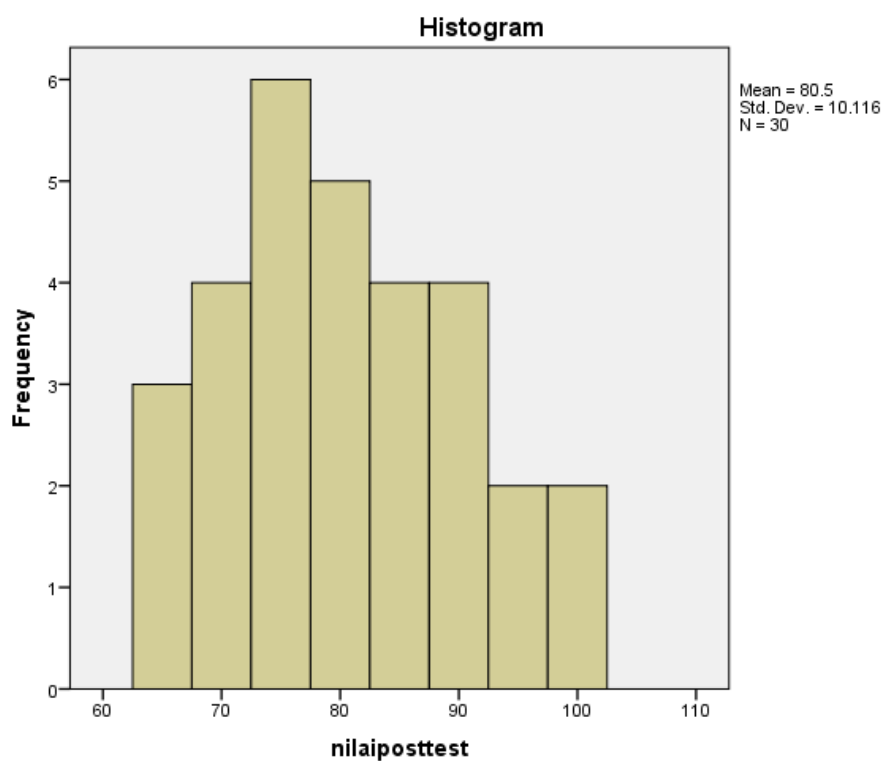
The result was obtained post test of the data experimental class with an average value 80.50. The calculation of the result was aided SPSS version 20.0

**Table 4.3**

**Mean of Post Test Experimental Class**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post test experiment	30	65	100	2415	80.50	10.116	102.328
Valid N (listwise)	30						

From table 4.3 above, the number of the students experimental class were 30 students with the lowest score 65 and the highest score of 100, and the average value obtained 80.50 with a standard deviation 10.116 and variance 102.328.



### A.5 Post Test of Control Class

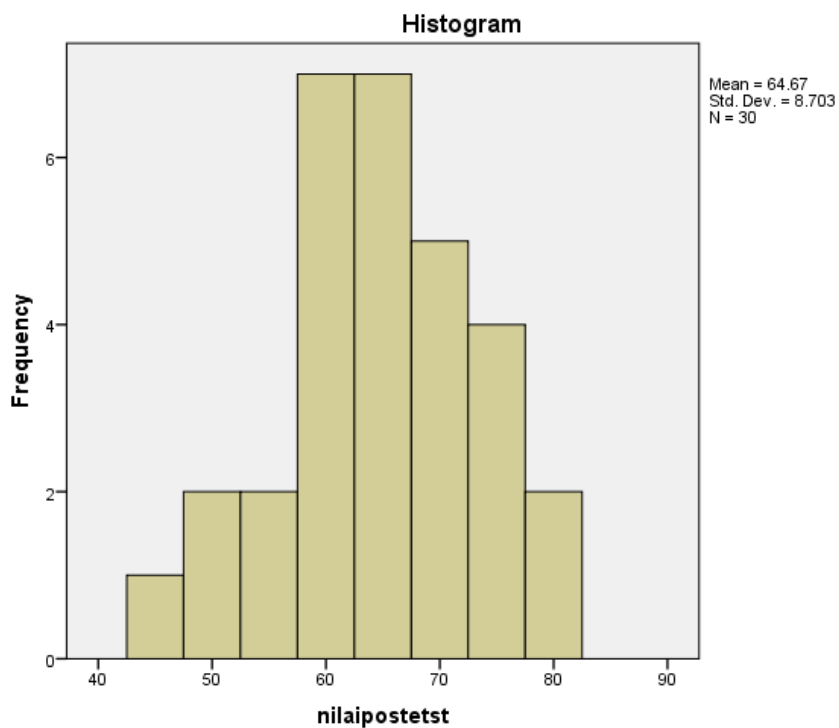
The result was obtained post test of control class with an average value of 64.67. The calculation of the result was aided SPSS 20.2.

**Table 4.4**

**Mean of Post test Control class**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Post test control	30	45	80	1940	64.67	8.703	75.747
Valid N (listwise)	30						

From table 4.4 above, the number of control class were 30 students with the lowest value 45 and the highest value 95, and the average was obtained 64.67 with standard deviation 8.703 and variance 75.747.



## A.6 Validity

After measuring the validity test, the result of each questions were valid.

Because  $r_{\text{count}} > r_{\text{table}}$ . The result of can be seen in product moment person 0.361

**Table 4.5**

**The calculation of the validity and reliability test**

subject	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	1	19	1	361	19
2	1	18	1	324	18
3	1	9	1	81	9
4	1	19	1	361	19

5	1	22	1	484	22
6	0	12	0	144	0
7	1	20	1	400	20
8	1	17	1	289	17
9	1	25	1	625	25
10	1	27	1	729	27
11	1	12	1	144	12
12	1	8	1	64	8
13	0	14	0	196	0
14	1	25	1	625	25
15	1	22	1	484	22
16	1	25	1	625	25
17	1	19	1	361	19
18	1	21	1	441	21
19	1	22	1	484	22
20	1	25	1	625	25
21	0	25	0	625	0
22	0	17	0	289	0
23	1	22	1	484	22
24	1	24	1	576	24
25	1	18	1	324	18
26	1	23	1	529	23
27	1	25	1	625	25
28	1	20	2	400	20
29	1	23	1	529	23
30	0	12	0	144	0
$\Sigma$	24	590	24	12372	510

Person product moment was used to measure validity, the formula as following:

$$\begin{aligned}
 r_{xy} &= \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}} \\
 &= \frac{30(510) - (24)(590)}{\sqrt{\{30(24) - 576\}\{30(12372) - (348100)\}}} \\
 &= \frac{15300 - 14160}{\sqrt{144(23060)}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{1140}{\sqrt{3320640}} \\
&= \frac{1140}{1822.2623} \\
&= 0,964
\end{aligned}$$

Calculation of test item validity was done by using software Ms.Excel.  $r_{\text{observed}}$  was consulted to  $r_{\text{table}}$  for significance 5% ( $\alpha$  0,05). The validity of each item was decided by comparing the result with  $r_{\text{table}}$ . If  $r_{\text{count}} > r_{\text{table}}$ , then the test item was valid. From the data above,  $N=30$ , so  $df=28$  ( $N-2$ ),  $r_{\text{table}}$  with significance 5% (0,05)= 0,361. Based on the criteria that  $r_{\text{count}} > r_{\text{table}}$ , the result of the test item number one is  $r_{\text{count}} > r_{\text{table}}$  ( $0,964 > 0,361$ ). Therefore, test item of number one was valid. With the same formula, calculation for each test item validity was presented.

### **A.7 Reliability**

Reliability refers to consistency of the result. The test was reliable when it can show stable outcome. The reliable of the test was more confidence of the score was obtained from the administration of the test. The following formula was implemented to measure the reliability of the test.

$$\begin{aligned}
r &= 0,964 \\
r &= \frac{2.r}{1+r} \\
\frac{2(0,964)}{1+0,964} &= \frac{2(0,964)}{1+0,964} = 0,981
\end{aligned}$$

### **A.8 Normality Test**

The researcher used SPSS version 20.0 to calculate the normality test, the output can be seen in the following summary:

**Table 4.6**

**Normality test of pretest experimental and control class**

Pre Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
experiment	.163	30	.040	.895	30	.060
Control	.284	30	.055	.866	30	.054

In the table above, there are two types of calculation. They are calculation of Kolmogorov sminorva and Shapiro wilk. Because the number of sample both classes more than 30 students, there are 60 students, the calculation was used shapiro wilk. Normal distribution of data or not, it can be seen from the following categories:

- a. Sig value (significance) or a probability value  $> 0.05$  indicates normal distribution of data.
- b. Sig value (significance) or probability value  $< 0.05$  indicates the data are not normal distributed.

The significant value on the table Shapiro wilk experimental class was 0.60. it means significant value  $> 0.05$ , which was indicated that the value of pre test experimental class was normal distribution. The significant value on the table Shapiro wilk 0.54 in control class and it means significant value  $> 0.05$ , which was indicated that the value pre test control class also normal distribution.



**Table 4.7**

**Normality test of post test experimental and control class**

Post test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	.140	30	.138	.951	30	.185
Control	.126	30	.200	.958	30	.282

In the table above, there are two types of calculation. They are calculation of Kolmogorov sminorva and Shapiro wilk. Because the number of sample of both classes more than 30 students, there are 60 students, the calculation of the table was used Shapiro wilk. Normal distribution of data can be seen from the following categories:

- a. Sig value (significance) or a probability value  $> 0.05$  indicates distribution of data was normal.
- b. Sig value (significance) or a probability value  $< 0.05$  indicates distribution of data was not normal.

The significant value of experimental class on the table Shapiro wilk was 0.185. It means significant value  $> 0.05$ , which was indicates the value of post test in the experimental class was normal distribution. Then significant value of control class on the table Shapiro wilk was 0.282 and it means significant value  $> 0.05$ , which was indicated the post test value of control class also normal.

### A.9 Homogeneity Test

Homogeneity test was used for testing whether the experimental class and control class derived from population with the same variance (homogeneous) or not. In this study, the calculation of homogeneity test was used SPSS version 20.0. Basic decisions of homogeneity test were used ANOVA formula as follows:

- a. If the value sig (significance) or the probability value  $< 0.05$ , then said that variants of two or more groups of the population of data is not the same.
- b. If the value sig (significance) or the probability value  $> 0.05$ , then said that variants of two or more groups of the population of the data is the same (homogeneous)

The calculation result of homogeneity test in this study can be seen in the following summary:

**Table 4.8**

#### **Homogeneity of pre test**

Post test

Levene Statistic	df1	df2	Sig.
.456 <sup>a</sup>	3	23	.716

From the table 4.8 above was obtained significant value 0.716. compared to a probability value 0.05, the significant value  $0.716 > 0.05$  in order to take a decision that the experimental class and control class in the study come from population with the same variance (homogeneous).

**Table 4.9**  
**Homogeneity of post test**

Post test

Levene Statistic	df1	df2	Sig.
1.219	6	22	.334

From the table 4.9 above was obtained significant value 0.334. Compared to a probability value 0.05, the significant value  $0.334 > 0.05$ . It means the data was homogeneity.

**a. Testing Hypothesis**

$$t = \frac{Ma - Mb}{\sqrt{(\frac{da^2 + db^2}{Na + Nb - 2})(\frac{1}{Na} + \frac{1}{Nb})}}$$

Where:

t = The total score

Ma = The mean post test of the experimental class

Mb = The mean post test of the control class

da<sup>2</sup> = The standard deviation experimental class

db<sup>2</sup> = The standard deviation control class

Na = The total number of the experimental class

Nb = The total number of the control class

Thus, based on the analysis of data, the calculation showed that:

$$Ma = 80.50 \qquad Mb = 64.67$$

$$da^2 = 784.17 \qquad db^2 = 2486.66$$

$$Na = 30 \qquad db^2 = 30$$

$$\begin{aligned}
t &= \frac{Ma - Mb}{\sqrt{(\frac{da^2 + db^2}{Na + Nb - 2})(\frac{1}{Na} + \frac{1}{Nb})}} \\
&= \frac{80.50 - 64.67}{\sqrt{(\frac{784.17 + 2486.66}{30 + 30 - 2})(\frac{1}{30} + \frac{1}{30})}} \\
&= \frac{80.50 - 64.67}{\sqrt{\frac{3270.83}{58}(\frac{2}{30})}} \\
&= \frac{15.83}{\sqrt{3.7219}} \\
t &= \frac{15.83}{1.929} \\
t &= 8.20
\end{aligned}$$

The t-testing hypothesis was done to know whether the hypothesis was rejected or accepted. In this study, the result of the t test was shown that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) was accepted, it means that probing prompting strategy has significant effect to students' achievement in simple past tense. The result of t test was  $t_{\text{observed}} > t_{\text{table}} = 8.20 > 1.70$

( $H_0: \mu_B \neq \mu_C$ ): There was average value between post test value of experimental class and control class. The students' achievement by using probing prompting strategy better than the students' achievement by using conventional method.

( $H_0: \mu_B = \mu_C$ ): there was not average value between post test value of experimental class and control class. The students' achievement by using

probing prompting strategy not too good from the students' achievement by using conventional method.

## **B. Discussion**

This study was conducted whether there was a significant influence in using probing prompting strategy on the students' achievement by using probing prompting strategy better than the students' achievement by using conventional method.

The hypothesis acceptable with there was significant influence by using probing prompting strategy on the students' achievement in learning the simple past tense. The difference average value of post test experimental and control class, it can be seen that the students' achievement who learned simple past tense by using probing prompting strategy better than the students' achievement by using conventional method. From the average calculation of experimental class was higher than the average of control class.

The study was conducted by first presenting the material to the classes of sample. The researcher applied conventional method in control class while experimental class by using probing prompting strategy. Submission of materials was conducted over two meetings and then at the next meeting was conducted post test about simple past tense and parts. The researcher did test to see whether there are differences in the average value in post test of experimental and control class, whether the students' achievement experimental class by using probing prompting strategy better than conventional method.

Based on the result of the researcher was obtained that the average value of post test control class was 64.67, while the average value of experimental class was 80.50. From the average value of the two classes, it can be seen that the average value of the two classes were different and the student' achievement improved after using probing prompting strategy. It means, by using probing prompting strategy could influence students' achievement in learning simple past tense.

This research, the experimental class was learned better in learning simple past tense, because they could receive lesson by probing prompting strategy was compared to conventional method. They was active when learning the simple past tense, and more easily understand the formula of simple past tense by using probing prompting strategy.

This learning model was invited students to learning grammar more interesting especially simple past tense. By probing prompting strategy, the students easier to remember and memorize grammar.

Thus based on the description and the result of statistical by using software data processing SPSS version 20.0, it can be concluded that there was a difference arithmetic mean between the post test value of the experimental class and post test value of control class, so the students' achievement that learned simple past tense by using probing prompting strategy better than conventional method.

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

Based on the finding and discussion the research, it can be conclude that:

1. This research was implemented to the eight grade students of MTsN 2 Medan started on 18<sup>th</sup> April until 14<sup>th</sup> may 2018, during the second semester of the academic year 2017/2018.
2. This research could be increase the students' achievement in simple past tense, which was provided by the result of pre test 67.33 and post test 80.50.
3. There was significant effect of using probing prompting strategy on the students' achievement in simple past tense. As the accepting and rejected criteria of hypothesis, it can be concluded that  $H_0$  was rejected and  $H_a$  was accepted.
4. The application of probing prompting strategy could increase the students' achievement in learning simple past tense.

## **B. Recommendation**

To increase students' achievement in understanding material, the researcher gave recommendation:

1. The headmaster of school should know information strategy to improve the ability on learning English or grammar especially on simple past tense.
2. The English teacher should know the students' achievement in order to vary their method in teaching grammar, especially to the students of junior high school.
3. The students can be increased their interest and motivation in English learning by using probing prompting strategy.
4. The reader, the result will use as basic information to improve their ability in learning English grammar especially on tenses by using probing prompting
5. Hopefully the finding of this researcher is beneficial for another researcher who wants to do the same subject of the research.



### **C. Implications**

This research can be implied that:

1. The use of probing prompting strategy can be teacher more easy to teaching grammar especially simple past tense.
2. The students can improve their ability by using probing prompting strategy in teaching simple past tense.
3. Feedbacks from the students to teacher in learning grammar especially simple past tense by using probing prompting strategy.

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## APPENDICES 1

### Lesson Plan of Experimental Class

Nama Sekolah	: MTs N 2 Medan
Kelas / Semester	: VIII / II
Mata Pelajaran	: Bahasa Inggris
Materi pokok	: Grammar
Topik	: Simple Past Tense
Alokasi Waktu	: 2 x 45 Menit

#### KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

#### INDIKATOR PENCAPAIAN KOMPETENSI

- Menunjukkan kesungguhan dan keseriusan dalam belajar
- Menunjukkan kesantunan dalam belajar dan berinteraksi dengan guru dan teman
- Menunjukkan kepedulian kepada guru dan teman dalam melaksanakan proses belajar mengajar
- Memahami fungsi social yang digunakan untuk mengidentifikasi , memuji, mengagumi sifat orang, binatang atau benda
- Menggunakan struktur tata bahasa yang benar untuk menyatakan dan menanyakan sesuatu
- Mengucapkan kalimat dengan benar  
Mampu berkomunikasi secara lisan dan tertulis dalam mendeskripsikan sifat orang, binatang dan benda secara akurat, lancar dan berterima

#### TUJUAN PEMBELAJARAN

Siswa dapat memahami kalimat dalam bentuk affirmative, negative, interrogative dalam bentuk simple past tense, serta dapat memahami formula simple past tense dan mencotahkan sebuah kalimat simple past tense dalam bentuk affirmative, negative, interrogative dengan menggunakan struktur text dan unsur kebahasaan yang tepat dengan jujur dan santun.

## MATERI PEMBELAJARAN

Teks lisan dan tulis untuk memahami dan membuat contoh kalimat affirmative, negative, interrogative dalam bentuk simple past tense.

### *Fungsi sosial*

Mengidentifikasi, memahami, membuat contoh kalimat affirmative, negative, interrogative.

### *Struktur teks*

1. Penyebutan contoh kalimat/ kata kerja simple past tense (*came, bit, broke*)
2. Mengubah kata kerja / verb be (*I, he, she, it = was*), (*they, we, you = were*)
3. Mengubah kalimat positive ke negative (*she was not at home last night*)
4. Dapat memahami penggunaan kata keterangan waktu pada kalimat simple past tense  
(*yesterday, last week, last year*)

### *Topik*

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

## MODEL/METODE PEMBELAJARAN

1. Pendekatan : Scientific
2. Strategi : probing prompting
3. Metode : Inquiry/ Experience Learning

## KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris. 2. Guru memeriksa daftar hadir siswa. 3. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran. 4. Guru dapat memulai dengan menanyakan pelajaran, kegiatan peserta didik kemarin 5. Pastikan peserta didik mampu merespon ungkapan tentang pertanyaan yang diajukan oleh guru. 6. Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. 7. Jika memungkinkan, guru dapat bertanya ke	15 Menit

	beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru	
Inti	<p>1.Guru mengkondisikan situasi di kelas, agar situasi di kelas kondusif.</p> <p>2.Kemudian guru memberikan teka-teki kepada siswa dengan memberikan masalah kepada siswa.</p> <p>3.Guru memberikan waktu sekitar 5- 10 kepada siswa agar memikirkan jawaban dari pertanyaan guru.</p> <p>4.Setelah itu, guru memberikan pertanyaan secara acak kepada siswa berdasarkan indikator pelajaran.</p> <p>5.Guru memberikan waktu kepada siswa untuk menjawab pertanyaan guru.</p> <p>6.Guru menanyakan jawaban pertanyaan kepada siswa.</p> <p>7.Siswa menjawab pertanyaan kepada guru.</p> <p>8.Jika pertanyaannya salah, guru akan terus memberikan serangkain pertanyaan kepada siswa berdasarkan indikator.</p> <p>9.Jika pertanyaannya benar, guru akan memeriksa jawaban siswa dan dapat memastikan siswa dapat memahami pembelajaran.</p> <p>10.Guru dapat mengulang ke beberapa siswa dengan serangkain pertanyaan berdasarkan materi pelajaran.</p>	60 Menit
Penutup	<p>1.Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi.</p> <p>2.Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas.</p> <p>3.Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.</p> <p>4.Guru menutup pembelajaran dengan berdoa.</p> <p>Siswa diberi tugas berupa Pekerjaan Rumah.</p>	15 Menit

#### SUMBER/MEDIA PEMBELAJARAN

1. Sumber : Buku Paket , internet
2. Media : Gambar , WhiteBoard, Boardmarker

#### PENILAIAN / ASSESSMENT

No	Indikator	Teknik	Bentuk	Contoh
----	-----------	--------	--------	--------

1.	Membuat kalimat sederhana dalam bentuk simple past tense.	Tes tulis	Essay	Write down sentence in past tense form!
2.	Memilih jawaban yang benar dalam soal pilihan berganda.	Tes tulis	Multiple choice	Chose the right answer in the below text.

Pedoman penilaian

- Untuk I, untuk jawaban benar diberi nilai skor 10
- Untuk II, untuk jawaban benar diberi nilai skor 5

Medan, 2018

Mengetahui  
Kepala MTs N 2 Medan

Guru Mata Pelajaran

Researcher

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Yusneni Hasibuan

## APPENDICES 2

### Lesson Plan of Control Class

Nama Sekolah	: MTs N 2 Medan
Kelas / Semester	: VIII / II
Mata Pelajaran	: Bahasa Inggris
Materi pokok	: Grammar
Topik	: Simple Past Tense
Alokasi Waktu	: 2 x 45 Menit

#### KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

#### INDIKATOR PENCAPAIAN KOMPETENSI

- Menunjukkan kesungguhan dan keseriusan dalam belajar
- Menunjukkan kesantunan dalam belajar dan berinteraksi dengan guru dan teman
- Menunjukkan kepedulian kepada guru dan teman dalam melaksanakan proses belajar mengajar
- Memahami fungsi social yang digunakan untuk mengidentifikasi , memuji, mengagumi sifat orang, binatang atau benda
- Menggunakan struktur tata bahasa yang benar untuk menyatakan dan menanyakan suatuU
- Mengucapkan kalimat dengan benar  
Mampu berkomunikasi secara lisan dan tertulis dalam mendeskripsikan sifat orang, binatang dan benda secara akurat, lancar dan berterima

#### TUJUAN PEMBELAJARAN

Siswa dapat memahami kalimat dalam bentuk affirmative, negative, interrogative dalam bentuk simple past tense, serta dapat memahami formula simple past tense dan mencotohkan sebuah kalimat simple past tense dalam bentuk affirmative, negative,



interrogative dengan menggunakan struktur text dan unsur kebahasaan yang tepat dengan jujur dan santun.

#### MATERI PEMBELAJARAN

Teks lisan dan tulis untuk memahami dan membuat contoh kalimat affirmative, negative ,interrogative dalam bentuk simple past tense.

##### *Fungsi sosial*

Mengidentifikasi, memahami, membuat contoh kalimat affirmative, negative, interrogative.

##### *Struktur teks*

5. Penyebutan contoh kalimat/ kata kerja simple past tense (*came, bit, broke*)
6. Mengubah kata kerja / verb be ( *I, he, she, it = was*), (*they, we, you = were*)
7. Mengubah kalimat positive ke negative ( *she was not at home last night*)
8. Dapat memahami penggunaan kata keterangan waktu pada kalimat simple past tense  
( *yesterday, last week, last year*)

##### *Topik*

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

#### MODEL/METODE PEMBELAJARAN

- 1.Pendekatan : Scientific
- 2.Strategi : Conventional
- 3.Metode : Inquiry/ Experience Learning

#### KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1.Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris. 2.Guru dapat memulai dengan menanyakan pelajaran, kegiatan peserta didik kemarin . 3.Pastikan peserta didik mampu merespon ungkapan tentang pertanyaan yang diajukan oleh guru. 4.Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.	15 menit

	5. Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon pernyataan guru	
Inti	1. Guru membuka buku pelajaran siswa. 2. Guru menyuruh siswa membaca buku. 3. Guru memberikan pengertian dengan metode ceramah, dan menulis di papan tulis. 4. Guru memberikan waktu siswa untuk menyalin dibuku catatan. 5. Guru memberikan pertanyaan kepada siswa mengenai materi. Siswa menjawab pertanyaan guru. 6. Guru menyimpulkan pelajaran.	60 Menit
Penutup	1. Setelah mengikuti kegiatan pembelajaran, peserta didik ditanya, bagaimana perasaannya, sebagai refleksi. 2. Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. 3. Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. 4. Siswa diberi tugas berupa Pekerjaan Rumah.	15 Menit

#### SUMBER/MEDIA PEMBELAJARAN

3. Sumber : Buku Paket , internet
4. Media : White Board, Boardmarker

#### PENILAIAN / ASSESSMENT

No	Indikator	Teknik	Bentuk	Contoh
1.	Membuat kalimat sederhana dalam bentuk simple past tense.	Tes tulis	Essay	Write down sentence in past tense form!
2.	Memilih jawaban yang benar dalam soal pilihan berganda.	Tes tulis	Multiple choice	Chose the right answer in the below text.

#### PEDOMAN PENILAIAN

- Untuk I, untuk jawaban benar diberi nilai skor 10
- Untuk II, untuk jawaban benar diberi nilai skor 5

2018

Medan,

Mengetahui  
Kepala MTs N 2 Medan

Guru Mata Pelajaran

Researcher

Dr.Salman Munthe, M.Si  
NIP.197804202010011016

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Yusneni Hasibuan

### Appendices 3

#### (The Question to Pre Test and Post Test)

Name:

Class:

Choose the right answer a,b,c or d

1. Maria ..... To market 2 days ago.
  - a. Go
  - b. Goes
  - c. Went
  - d. Gone
2. She bought a t-shirt.....
  - a. Yesterday
  - b. Tomorrow
  - c. Tonight
  - d. Today
3. It ..... small size.
  - a. Does
  - b. Do
  - c. Are
  - d. Was
4. They..... in football field.
  - a. Is
  - b. Was
  - c. Were
  - d. Does
5. We..... quiz last week.
  - a. Have
  - b. Did
  - c. Do
  - d. Are
6. She ..... Sad last night.
  - a. Were
  - b. Was
  - c. Is
  - d. Do
7. I ..... his car last night.
  - a. Drive
  - b. Am
  - c. Drove
  - d. Driving
8. Mechanic ..... Broken machine.

- a. Does
  - b. Fix
  - c. Fixed
  - d. Have
9. They ..... photograph.
- a. Taking
  - b. Takes
  - c. Took
  - d. Has
10. He .... Not come to my party yesterday.
- a. Has
  - b. Does
  - c. Having
  - d. Did
11. She ..... a book last night.
- a. Buys
  - b. Bought
  - c. Bought
  - d. Buying
12. Dina ..... her report.
- a. Does not finished
  - b. Did not finished
  - c. Did not finish
  - d. Were not finished
13. He .... a diligent student.
- a. Was not
  - b. Were not
  - c. Is not
  - d. Are not
14. Did you ..... me a message.
- a. Sent
  - b. Send
  - c. Sended
  - d. Sendh
15. .... They an architect ?
- a. Were
  - b. Was
  - c. Are
  - d. Is
16. The scientist mixes the formula.
- Change the sentence to interrogative sentence in simple past tense!
- a. Did the scientist not mixed the formula?
  - b. Did not the scientist mix the formula ?
  - c. Did not the scientist mix the formula?
  - d. Did the scientist mixed not the formula?

17. Is she in the class?

The best answer in interrogative negative sentence in simple past tense is?

- a. Is not she in the class?
- b. Was not she in the class?
- c. Were not she in the class?
- d. are not she in the class?

18. We were studying English ?

Change the sentence became simple past tense. The right answer is?

- a. We were studied English
- b. We were study English
- c. We studied English
- d. We were studying English

19. Economics will be the most popular subject.

The right sentence in simple past is?

- a. Economics was the most popular subject.
- b. Economics were the most popular subject.
- c. Economics is the most popular subject.
- d. Economics is most popular subject.

20. Dina and dini do a great job?

The right answer in interrogative sentences simple past.....

- a. Did dina and dini did a great job.
- b. Did not dina and dini do a great job?
- c. Did dina and dini do a great job?
- d. Did dina and dini doing a great job?

## **Appendices 4**

The key answer of question:

- |       |       |
|-------|-------|
| 1. C  | 11. C |
| 2. A  | 12. C |
| 3. D  | 13. A |
| 4. C  | 14. B |
| 5. B  | 15. A |
| 6. B  | 16. B |
| 7. C  | 17. B |
| 8. C  | 18. C |
| 9. C  | 19. A |
| 10. D | 20. C |

## APPENDICES 5

**Table Pre Test**

No	Experiment Class	Nilai	Control Class	Nilai
1	Abdul Rahman Malik	60	Aditya Prabowo	35
2	Ade Fitri Ani Hrp	70	Afiyah Tasya	35
3	Ahmad Aswari Hsb	50	Aria Perdana Lubis	30
4	Ahmad Fauzi	60	Aulia Khairani	40
5	Alya Nurmawaddah	70	Dinda Nazwa	35
6	Amalia Pohan	80	Fahnas Abdul Rahman	45
7	Arfan Fadhilah Putra	45	Farah Fatin Adani	30
8	Atikah Fahni	75	Garin Sabilina	35
9	Bashar Arif Maulana	50	Iqbal Anshari	35
10	Dinda Anggraini	80	Kamila Ananda	45
11	Fadhil Irawan	45	Lala Aqila	40
12	Indah Marsha Nita	75	M.Aidil Syahputra	30
13	Izah Zahara Lubis	80	M.Bukhori Lubis	35
14	Khaidir Ali	50	M.Faisa Muttaqin	35
15	Lutfiyah Qurrata Ayyun	80	M.Nabil Nasution	30
16	M.Fadhil Hamdani	75	M.Evan Brata	35
17	M.Kemal Faro	60	Mumtaz Yahya	60
18	M.Rafli Adista	60	M.Michael Nasution	55
19	M.Zidan	65	Muthia Naziroh	30



20	Maulana Al Tariq	70	Muhammad Arbi	35
21	Meyra Stivany	80	Nida Syahirarh	35
22	Naia Bilbina	80	Niken Ayu	30
23	Nazma Musfira	70	Nur Syahdinna	45
24	Nurul Hidayani	75	Rina Pangestu	35
25	Putra Arifansyah	45	Salma Fadhilah	45
26	Rafly Ansyahry	65	Talitha Azmi	45
27	Rifqi Rhamadan	60	Tarikha Khairunnisa	30
28	Saskia Adya	80	Taufiq Rifki	25
29	Safharani Nur Azizah	85	Wardiyah Ismayani	45
30	Winny Melita Lubis	80	Zaki Fadhilah	35

## APPENDICES 6

**Table Post Test**

No	Experiment Class	Nilai	Control Class	Nilai
	Abdul Rahman			
1	Malik	70	Aditya Prabowo	60
2	Ade Fitri Ani Hrp	80	Afiyah Tasya	50
3	Ahmad Aswari Hsb	65	Aria Perdana Lubis	60
4	Ahmad Fauzi	75	Aulia Khairani	65
5	Alya Nurmawaddah	80	Dinda Nazwa	70
6	Amalia Pohan	95	Fahnas Abdul Rahman	65
7	Arfan Fadhilah Putra	65	Farah Fatin Adani	80
8	Atikah Fahni	85	Garin Sabilina	75
9	Bashar Arif Maulana	70	Iqbal Anshari	65
10	Dinda Anggraini	90	Kamila Ananda	70
11	Fadhil Irawan	70	Lala Aqila	75
12	Indah Marsha Nita	80	M.Aidil Syahputra	65
13	Izah Zahara Lubis	95	M.Bukhori Lubis	80
14	Khaidir Ali	70	M.Faisa Muttaqin	75
	Lutfiyah Qurrata			
15	Ayyun	90	M.Nabil Nasution	75
16	M.Fadhil Hamdani	85	M.Evan Brata	65
17	M.Kemal Faro	75	Mumtaz Yahya	65
18	M.Rafli Adista	75	M.Michael Nasution	70
19	M.Zidan	75	Muthia Naziroh	55
20	Maulana Al Tariq	80	Muhammad Arbi	60

21	Meyra Stivany	90	Nida Syahirarh	60
22	Naia Bilbina	85	Niken Ayu	55
23	Nazma Musfira	85	Nur Syahdinna	65
24	Nurul Hidayani	80	Rina Pangestu	60
25	Putra Arifansyah	65	Salma Fadhilah	75
26	Rafly Ansyahry	75	Talitha Azmi	70
27	Rifqi Rhamadan	75	Tarikha Khairunnisa	60
28	Saskia Adya	100	Taufiq Rifki	50
29	Safharani Nur Azizah	90	Wardiyah Ismayani	45
30	Winny Melita Lubis	100	Zaki Fadhilah	60

## APPENDICES 7

### Output SPSS Normality Test

Pre Test Experiment Class and Control Class

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experiment	30	100.0%	0	0.0%	30	100.0%
Control	30	100.0%	0	0.0%	30	100.0%

### Descriptives

			Statistic	Std. Error
experiment	Mean		67.33	2.284
	95% Confidence Interval for Mean	Lower Bound	62.66	
		Upper Bound	72.00	
	5% Trimmed Mean		67.69	
	Median		70.00	
	Variance		156.437	
	Std. Deviation		12.507	
	Minimum		45	
	Maximum		85	
	Range		40	
	Interquartile Range		20	
	Skewness		-.517	.427
	Kurtosis		-.999	.833
control	Mean		37.33	1.433
	95% Confidence Interval for Mean	Lower Bound	34.40	
		Upper Bound	40.26	
	5% Trimmed Mean		36.76	
	Median		35.00	

Variance	61.609	
Std. Deviation	7.849	
Minimum	25	
Maximum	60	
Range	35	
Interquartile Range	15	
Skewness	1.155	.427
Kurtosis	1.423	.833

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
exsperiment	.163	30	.040	.895	30	.060
control	.284	30	.055	.866	30	.054

a. Lilliefors Significance Correction

## Post Test Experiment and Control

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experiment	30	100.0%	0	0.0%	30	100.0%
Control	30	100.0%	0	0.0%	30	100.0%

### Descriptives

		Statistic	Std. Error
Experiment	Mean	80.50	1.847
	95% Confidence Interval for Mean	Lower Bound	76.72
		Upper Bound	84.28
	5% Trimmed Mean	80.28	
	Median	80.00	
	Variance	102.328	
	Std. Deviation	10.116	
	Minimum	65	
	Maximum	100	

	Range		35	
	Interquartile Range		16	
	Skewness		.283	.427
	Kurtosis		-.748	.833
Control	Mean		64.83	1.617
	95% Confidence Interval for Mean	Lower Bound	61.53	
		Upper Bound	68.14	
	5% Trimmed Mean		65.00	
	Median		65.00	
	Variance		78.420	
	Std. Deviation		8.855	
	Minimum		45	
	Maximum		80	
	Range		35	
	Interquartile Range		11	
	Skewness		-.225	.427
	Kurtosis		-.329	.833

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>	Shapiro-Wilk
--	---------------------------------	--------------

	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.140	30	.138	.951	30	.185
Control	.126	30	.200*	.958	30	.282

a. Lilliefors Significance Correction

## APPENDICES 8

Output Homogeneity Test

### Test of Homogeneity of Variances

Pre Test

Levene Statistic	df1	df2	Sig.
.456 <sup>a</sup>	3	23	.716

### ANOVA

Pre Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	880.417	6	146.736	.923	.497
Within Groups	3656.250	23	158.967		
Total	4536.667	29			



### Test of Homogeneity of Variances

Post tes

Levene Statistic	df1	df2	Sig.
1.219 <sup>a</sup>	6	22	.334

### ANOVA

Post test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	376.071	7	53.724	.456	.855
Within Groups	2591.429	22	117.792		
Total	2967.500	29			

### APPENDICES 9

#### The Calculation of T- Test

no	experiment class	pre test	Post test	Deviation (d)	Square deviation (d <sup>2</sup> )
1	Abdul Rahman Malik	60	70	10	100
2	Ade Fitri Ani Hrp	70	80	10	100
3	Ahmad Aswari Hsb	50	65	15	225
4	Ahmad Fauzi	60	75	15	225
5	Alya Nurmawaddah	70	80	10	100

6	Amalia Pohan	80	95	15	225
7	Arfan Fadhilah Putra	45	65	20	400
8	Atikah Fahni	75	85	10	100
9	Bashar Arif Maulana	50	70	20	400
10	Dinda Anggraini	80	90	10	100
11	Fadhil Irawan	45	70	25	625
12	Indah Marsha Nita	75	80	5	25
13	Izah Zahara Lubis	80	95	15	225
14	Khaidir Ali	50	70	20	400
15	Lutfiyah Qurrata	80	90	20	400
16	M.Fadhil Hamdani	75	85	10	100
17	M.Kemal Faro	60	75	15	225
18	M.Rafli Adista	60	75	15	225
19	M.Zidan	65	75	10	100
20	Maulana Al Tariq	70	80	10	100
21	Meyra Stivany	80	90	10	100
22	Naia Bilbina	80	85	15	225
23	Nazma Musfira	70	85	15	225
24	Nurul Hidayani	75	80	5	25
25	Putra Arifansyah	45	65	20	400
26	Rafly Ansyahry	65	75	10	100
27	Rifqi Rhamadan	60	75	15	225
28	Saskia Adya	80	100	20	400
29	Safharani Nur Azizah	85	90	5	25
30	Winny Melita Lubis	80	100	20	400
	Total	2020	2415	415	6525

No	Control Class	Pre Test	Post Test	Deviation (d)	Square deviation (d)
1	Aditya Prabowo	35	60	25	625
2	Afiyah Tasya	35	50	15	225
3	Aria Perdana L	30	60	30	900
4	Aulia Khairani	40	65	25	625
5	Dinda Nazwa	35	70	35	1225
6	Fahnas Abdul	45	65	20	400
7	Farah Fatin	30	80	50	2500
8	Garin Sabilina	35	75	40	1600
9	Iqbal Anshari	35	65	30	900
10	Kamila Ananda	45	70	25	625
11	Lala Aqila	40	75	35	1225
12	M.Aidil Syahputra	30	65	35	1225
13	M.Bukhori Lubis	35	80	45	2025
14	M.Faisa Muttaqin	35	75	30	900
15	M.Nabil Nst	30	75	35	1225
16	M.Evan Brata	35	65	30	900
17	Mumtaz Yahya	60	65	30	900
18	M.Michael	55	70	15	225
19	Muthia Naziroh	30	55	25	625
20	M. Arbi	35	60	25	625
21	Nida Syahirarh	35	60	25	625

22	Niken Ayu	30	55	25	625
23	Nur Syahdinna	45	65	20	400
24	Rina Pangestu	35	60	25	625
25	Salma Fadhilah	45	75	30	900
26	Talitha Azmi	45	70	25	625
27	Tarikha Khairunnisa	30	60	30	900
28	Taufiq Rifki	25	50	25	625
29	W. Ismayani	45	45	0	0
30	Zaki Fadhilah	35	60	25	625
	Total	1120	1945	830	25450

### The calculation of T Test

- The standard deviation experimental class ( $da^2$ )

$$\text{Standard deviation} = \text{total score deviation} - \frac{(\text{Total Deviation})^2}{\text{Total of students}}$$

$$da^2 = \sum d^2 - \frac{(\sum d^2)}{Na}$$

$$da^2 = 6525 - \frac{(415)^2}{30} = 6525 - 5740.83 = 784.17$$

- The standard deviation control class ( $db^2$ )

$$\text{Standard deviation} = \text{total score deviation} - \frac{(\text{Total Deviation})^2}{\text{Total of students}}$$

$$db^2 = \sum d^2 - \frac{(\sum d^2)}{Nb}$$

$$db^2 = 25450 - \frac{(830)^2}{30} = 25450 - 22963.33 = 2486.6$$

## APPENDICES 10

### NILAI-NILAI $r$ PRODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
1	0,997	1,000	21	0,413	0,526	150	0,159	0,208
2	0,950	0,990	22	0,404	0,515	200	0,138	0,181
3	0,878	0,959	23	0,396	0,505	300	0,113	0,148
4	0,811	0,917	24	0,388	0,496	400	0,098	0,128
5	0,754	0,874	25	0,381	0,487	500	0,088	0,115
						1000	0,062	0,081
6	0,707	0,834	26	0,374	0,478			
7	0,666	0,798	27	0,367	0,470			
8	0,632	0,765	28	0,361	0,463			
9	0,602	0,735	29	0,355	0,456			
10	0,576	0,708	30	0,361	0,463			
11	0,553	0,684	35	0,325	0,418			
12	0,532	0,661	40	0,304	0,393			
13	0,514	0,641	45	0,288	0,372			
14	0,497	0,623	50	0,273	0,354			
15	0,482	0,606	60	0,250	0,325			
16	0,468	0,590	70	0,232	0,302			

17	0,456	0,575	80	0,217	0,283
18	0,444	0,561	90	0,205	0,267
19	0,433	0,549	100	0,195	0,254
20	0,423	0,537	125	0,174	0,228

## APPENDICES 11

### Distribusi t

#### Nilai persentil untuk distribusi t

d.k	Tingkat signifikansi				
	t 0,995	t 0,99	t 0,975	t 0,95	t 0,90
1	63.66	31.82	12.71	6.31	3.08
2	9.92	6.96	4.30	2.92	1.89
3	5.84	4.54	3.18	2.35	1.64
4	4.60	3.75	2.78	2.13	1.53
5	4.03	3.37	2.57	2.02	1.48
6	3.71	3.14	2.45	1.94	1.44
7	3.50	3.00	2.37	1.90	1.42
8	3.36	2.90	2.31	1.86	1.40
9	3.25	2.82	2.26	1.83	1.38
10	3.17	2.76	2.23	1.81	1.37
11	3.11	2.72	2.20	1.80	1.36
12	3.06	2.68	2.18	1.78	1.36
13	3.01	2.65	2.16	1.77	1.35
14	2.98	2.62	2.15	1.76	1.35
15	2.95	2.60	2.13	1.75	1.34
16	2.92	2.58	2.12	1.75	1.34
17	2.90	2.57	2.11	1.74	1.33
18	2.88	2.55	2.10	1.73	1.33
19	2.86	2.54	2.09	1.73	1.33
20	2.84	2.53	2.09	1.72	1.32

21	2.83	2.52	2.08	1.72	1.32
22	2.82	2.51	2.07	1.72	1.32
23	2.81	2.50	2.07	1.71	1.32
24	2.80	2.49	2.06	1.71	1.32
25	2.79	2.48	2.06	1.71	1.32
26	2.78	2.48	2.06	1.71	1.31
27	2.77	2.47	2.05	1.70	1.31
28	2.76	2.47	2.05	1.70	1.31
29	2.76	2.46	2.05	1.70	1.31
30	2.75	2.46	2.04	1.70	1.31
40	2.70	2.42	2.02	1.68	1.30
60	2.66	2.39	2.00	1.67	1.30
120	2.62	2.36	1.98	1.66	1.29
$\infty$	2.58	2.33	1.96	1.64	1.28